

UNIVERSITY OF KENT

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title *BA(Hons) Dance (Contemporary)*

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Northern School of Contemporary Dance
3. School responsible for management of the programme	Northern School of Contemporary Dance
4. Teaching Site	Northern School of Contemporary Dance, Leeds
5. Mode of Delivery	<i>Full-time</i>
6. Programme accredited by	<i>N/A</i>
7. Final Award	<i>BA (Hons) Dance (Contemporary)</i> <i>BA Dance (Contemporary)</i> <i>Dip HE</i> <i>Cert HE</i>
8. Programme	<i>BA (Hons) Dance (Contemporary)</i>
9. UCAS Code (or other code)	<i>N/A</i>
10. Credits/ECTS Value	<i>360 credits (180 ECTS)</i>
11. Study Level	<i>Undergraduate</i>
12. Relevant QAA subject benchmarking group(s)	<i>Dance Drama and Performing Arts (2015)</i>
13. Date of creation/revision (<i>note that dates are necessary for version control</i>)	<i>Revised October 2016</i>
14. Intended Start Date of Delivery of this Programme	<i>September 2017</i>

15. Educational Aims of the Programme

The programme aims to:

Aims which place the study of the discipline in context:

- Promote knowledge and understanding of professional contemporary dance practice and the aesthetic, artistic and cultural values informing the ways in which dances are made, performed, viewed and shared amongst a variety of recipients and audiences
- Provide opportunities for students to develop the broad range of skills needed to meet the challenges of a diverse and multi-faceted professional dance environment

UNIVERSITY OF KENT

- Encourage the exploration and development of students' distinct strengths and qualities, to realise physical and creative potential and foster an individual artistic voice
- Instil principles of safe practice and wellbeing to promote life-long career paths within the dance profession
- Provide an interface with the contemporary profession through which students can both be informed by and impact on the development of contemporary dance practice
- Encourage and consolidate a distinctive regional identity through network opportunities and other embedded experiences within the curricular, informed by visiting local artists

Aims in relation to the mission statement:

- provide an excellent quality of higher education, a high quality of conservatoire HE provision in the field of contemporary dance
- provide flexibility and a multidiscipline approach
- provide teaching informed by research and scholarship
- meet the lifelong needs of a diversity of students
- support national and regional economic success
- build on close ties within Europe and elsewhere, reflecting Kent's position as the UK European University
- Enable students to initiate, self-direct and maintain independent approaches to their own learning and to develop their analytical, critical and interpretive skills, appropriate to undergraduate study
- To offer a range of module options that enable students to study some selected areas of creative practice, performance as research and dance pedagogy
- Widen participation in higher education within the local region by offering a wide variety of entry routes.
- Attract intellectually able students irrespective of race, background, gender, as well as physical disability, from within the United Kingdom and from overseas.

Aims in relation to the learning and teaching strategy:

- To provide teaching that is informed by current research and scholarship and which requires students to engage with aspects of dance performance, choreography and dance pedagogy which is cutting edge and reflects currency in the present industry landscape
- Produce graduates who have an informed, critical and analytical approach to understanding the contemporary dance practices and dance pedagogy.
- To provide opportunities for the development of personal, communication, research and other key skills appropriate for graduate employment.
- Foster students' ability to be independent minded and to be able to work in an independent manner.
- Enhance students' skills of interpersonal interaction and the development of critical reflexivity in individual and group work
- prepare students for employment or further study
- provide high quality teaching in supportive environments with appropriately qualified and trained staff

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performing Arts (2015)

A. Knowledge and Understanding of:

A1: practitioners and practices

A2: critical perspectives on relevant theories and debates in relation to performance

A3: craft and technique

A4: histories, forms and traditions of performance

A5: critical awareness of research methodologies and methods used to investigate the fields of study

A6: applications of performance in educational, community and social contexts and pedagogical perspectives as appropriate to dance / performance education

A7: the use of technical skills in creative and critical modes of expression

A8: the use of group processes in the creation of work including, for example, working collectively, ensemble, co-creation and hierarchical and non-hierarchical structures

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The undergraduate programme is built uniquely upon a 'scaffolded' curriculum model where common strands are explored through each stage of the course. The core strands are technique, creative practice, performance in context, research and teaching dance. Within the strands core subject skills are developed across modules in a 'blended approach' to learning. These provide students with an essential subject toolkit as a dance artist. These core skills involve physical and bodily awareness, compositional analysis, performance skills, appreciation, choreography, research, reflexive practice and dance pedagogy. The development of these skills through the curriculum strands allow for knowledge transfer within a variety of different contexts and support the employability of graduates from this programme.

All students follow the same programme of study in stage 1 which introduces the students to the different strands of the curriculum and creates a foundation for core skills development. In stage 2 students have the independence of choice in relation to mode of representation as a curator/producer or a teacher/facilitator, without compromising on any of the other creative or performance strands essential to either of these roles. In stage 3, students can further develop their identity as a creator, performer or teacher through their choice of a 30 credit dissertation 'practice as research module' or teaching dance module.

In dance technique modules student learning takes place through participation in tutor led classes. The classes focus on the training and articulation of the body and exercises

UNIVERSITY OF KENT

are used to build the core skills of anatomical awareness, appropriate physical strength and muscular effort, range of motion, proprioception, coordination, expression and performativity. This training is necessarily repetitive building a spiral curriculum of continually refining and sophisticating practice where the content is progressively developed throughout the 3 stages of study, in order to promote the development of 'imaginative and creative' performers.

In relation to the Dance Technique modules there is an innovative approach to the structuring of the programme, whereby ballet and contemporary techniques are integrated into one module. This will support student understanding that all movement techniques are underpinned by a keen awareness of the workings of the individual structure and core principles of anatomical awareness resulting in safe and dynamic alignment, appropriate physical strength and muscular effort, range of motion, proprioception and coordination. Assessing a range of approaches to ballet and contemporary dance techniques within one module will reinforce the idea that each technique has equal value in preparing the body and mind of a versatile dancer.

It was also considered vital to the new programme that students develop an understanding that technique is a way of training the body in order that it might best serve artistic expression. Therefore as the programme progresses, the dance technique modules reduce in credit value, from 45 credits at level 4, to 30 credits at level 5, to 15 credits at level 6. Students continue to receive daily ballet and contemporary technique classes, as would be expected in conservatoire level training, but the classes are integrated into the Performance in Context modules from Performance in Context 2 onwards. This means that the students experience technique classes as a vital part of their performance work, and as a means to an end rather than as an end in themselves, reflective of professional practice in the dance sector.

In Creative Practice modules skills, knowledge and understanding is acquired through tutor directed practical dance activities and independent creative investigations. These activities promote the exploration and development of an expressive dance vocabulary which enables the student to create, interpret and perform contemporary dance based works showing an understanding of the genre.

Performance in Context modules recreate a range of different professional dance company experiences. This process includes directed and independent learning, group work and the development of the interpersonal skills required to successfully work with professional choreographers, composers or designers. In Research Project, Creative Practice, Performance in Context and some technique modules, students undertake a self-directed rehearsal process supported by taught delivery of dance repertoire through which they develop an original or adapted solo or group dance work.

Uniquely for this programme, Teaching Dance modules include the option to develop teaching practice through a period of placement learning within a school or community

setting. Preparation for the placement involves tutor supported and independent study. During the placement students undertake their teaching practice within a professional educational environment and are supported by a placement host and the module tutor.

All of the practical modules have theoretical underpinning where learning takes place through mixed mode learning, tutor directed and independent study and one to one tutorials. Modules such as Performance in Context, Creative Practice and Research Project, combine theoretical study with practical activities and therefore learning outcomes are achieved through exposure to a wide range of teaching and learning methods as indicated above. Across the programme there is appropriate application of directed study to enable students the space to respond to set tasks as individuals or in groups in preparation for classes which follow. Whilst independent study will allow students opportunity to design, apply and manage time and resources effectively towards assessment demands

Northern School of Contemporary Dance employs a wide variety of assessment methods including formative, continuous and summative assessment.

Assessment evidence is collected through:

- Continuous and summative assessments in technique modules
- Assessed rehearsal processes
- Showings of solos, choreographic work and improvisation & movement research
- Lecture Demonstrations
- Written essays and dissertations
- Written project reports and evaluations / reflections
- Individual and small group verbal presentations
- Observation of teaching practice

Students receive ongoing feedback in practical classes and through the tutorial system in which professional and academic development are considered and evaluated.

Achievement is measured against module assessment criteria and in accordance with programme and module learning outcomes. Students must meet the specific attendance requirements for the Programme.

Skills and Other Attributes

B. Subject specific knowledge, skills and understanding: making, creating and performing

B1: engaging in performance and production, based on acquisition and understanding of appropriate performance and production vocabularies, skills, structures, working methods and research paradigms

UNIVERSITY OF KENT

B2: developing a repertoire of interpretative skills, practices and making techniques (physical/aural/spatial) and applying them effectively to engage with an audience/performance

B3: contributing to the production of performance, for example through direction, choreography, dramaturgy, stage management, scenography, sound and lighting production, media, promotion, administration and funding

B4: realising the performance possibilities of a script, score and other textual and documentary sources and/or creating new work using the skills and crafts of performance making/writing

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for section A

C. Subject-specific knowledge, skills and understanding: critical response / analysis

C1: describing, theorising, interpreting and evaluating performance texts and events from a range of critical and technical perspectives and using appropriate subject specific vocabularies

C2: developing skills of observation and visual, aural and spatial awareness

C3: identifying and discriminating between primary and secondary sources

C4: investigating performance environments to determine how place, site and space and shape the events they accommodate

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

D. Subject-specific knowledge, skills and understanding: application / participation

D1: analysing the role which dance, drama and performance, in all its forms, may play in contributing to cultural debate and active citizenship

D2: planning, facilitating, delivering and evaluating projects that apply dance, participatory and performance subject expertise in social, educational, community and other socially engaged settings

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

E. Graduate skills: *Self-management*

E1: work independently, set goals and manage their own workloads

E2: work effectively under pressure and to deadlines

E3: understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts

UNIVERSITY OF KENT

E4: work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity

E5: identify personal strengths and needs, and reflect on personal development and opportunities for life-long learning

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

F. Graduate skills: *Critical engagement*

F1: operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments

F2: research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

G. Graduate skills: *Group / team working & social skills*

G1: effectively lead, facilitate, participate and problem solve within team working contexts

G2: understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals

G3: recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

H. Graduate skills: *Communication & presentation*

H1: articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms

H2: produce written work with appropriate scholarly and professional registers/conventions

H3: critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material

H4: appropriately select, employ and adapt digital media and information technologies

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for Section A

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at

<http://www.kent.ac.uk/teaching/qa/creditframework/creditinfo.html>

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be Level 5 or above, and at least 90 of which must be level 6 or above. Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Cert HE Dance (Contemporary). Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Dip HE in Dance (Contemporary). Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at Level 6 and meeting Credit Framework requirements will be eligible for the award of a BA *Dance (Contemporary)* non-honours degree. All modules are compulsory at Level 4 and are core to the programme and must be taken by all students studying the programme. At levels 5 there are two module option pairings (either creative practice 2 or teaching dance 2) and at level 6 (research project 3 or teaching dance 3) where a student may choose focus their identity further as a 'creator/performer' or a 'teacher/facilitator'. For Stage 1 credits, which do not count towards degree classification, each module mark is recorded as Pass or Fail only. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

UNIVERSITY OF KENT

Code	Title	Level	Credits	Term(s)
Stage 1				
Compulsory Modules				
BA1DT1	Dance Techniques: Ballet & Contemporary Practices 1	4	15	1
BA1DT2	Dance Techniques: Ballet & Contemporary Practices 2	4	30	2,3
BA1CP1	Creative Practice 1	4	15	1,2
BA1PC1	Performance in Context 1	4	30	1,2
BA1RP1	Research Project 1	4	15	3
BA1TD1	Teaching Dance 1	4	15	3
Stage 2				
Compulsory Modules				
BA2DT3	Dance Techniques: Ballet & Contemporary Practices 3	5	30	1, 2
BA2CP3	Creative Practice 3	5	15	3
BA2PC2	Performance in Context 2	5	30	1
BA2RP2	Research Project 2	5	30	2,3
Option Modules (choose either)				
BA2CP2	Creative Practice 2	5	15	2
	OR			
BA2TD2	Teaching Dance 2	5	15	2
Stage 3				
Compulsory Modules				
BA3DT4	Dance Techniques: Ballet & Contemporary Practices 4	6	15	1, 2
BA3PC3	Performance in Context 3	6	15	1
BA3PC4	Performance in Context 4	6	30	3
BA3PC5	Performance in Context 5	6	30	3
Option Modules (choose either)				
BA3RP3	Research Project 3	6	30	1,2
	OR			
BA3TD3	Teaching Dance 3	6	30	1,2

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students:

Following on from an introduction to teaching in level 4 (an internal non placement experience), a student may choose to undertake a teaching placement in a range of community and/or education settings at stage 2 and stage 3 (Teaching dance 2 & Teaching dance 3 options). The school helps to support the allocation of placements and offers support for the host (as mentor) and the student whilst on placement. Specific students' needs are dealt with on an individual basis to ensure all reasonable adjustments are made.

Northern school of Contemporary Dance has a code of practice for placements policy which enables students to design a specific learner agreement with a professional host organisation and mentor. This Individually Negotiated Learner Plan (INLP) identifies clearly processes of induction, insurance, risk assessment and how module learning outcomes are achieved, assessed and supported through the placement activities.

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

Regular tutorials support the students learning during the process of the placement.

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services, see <https://nscdlibrary.wordpress.com/>

From September 2017, all students can book appointments online through the virtual learning environment (Moodle – student administration) for the following services:

- Student well-being appointments <http://moodle.nscd.ac.uk/course/view.php?id=51>
- English Language support <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Counselling Services <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Injury support <http://moodle.nscd.ac.uk/course/view.php?id=51>

- Learner support <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Library services support <http://moodle.nscd.ac.uk/course/view.php?id=51>
- IT support <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Student finance support <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Academic tutorials <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Pastoral tutorials with year liaison tutor <http://moodle.nscd.ac.uk/course/view.php?id=51>
- Admissions (for progression applications)
<http://moodle.nscd.ac.uk/course/view.php?id=51>
- Exit interviews <http://moodle.nscd.ac.uk/course/view.php?id=51>

Academic Support

The School provides students with a comprehensive range of support mechanisms to help them with their studies and their professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development. Module tutors provide support and guidance on course or progress issues as well as on more practical and pastoral matters. Students have access to module learning materials through the use of the Virtual Learning Environment (Moodle).

Virtual Learning Environment (VLE)

Moodle is the school's chosen Virtual Learning Environment to be made available from September 2017. It is used to support teaching and learning online. Moodle is available to students at any time on any internet-connected computer, laptop or device with a web browser both on and off the school site.

Moodle is a media rich environment where the student can, as appropriate to their programme:

- choose to view or download resources or revisit classroom activities online
- watch short video clips from class, or dance works, listen to audio or podcasts
- see scheduled events on the calendar helping them to organise their time and remind them of important assignment dates / sessions and times
- easily and quickly submit their assignments online without having to come into school and view grades and feedback at the same time (summative assignments can be monitored for plagiarism)
- track and monitor their own progress
- communicate with their peers through the discussion forums and share ideas and experiences
- send messages directly to their tutor and other learners on your programme
- gain access to a wide range of electronic resources and journals to help with your research and assignments
- access e-books online

The Student Review Board (SRB)

The Student Review Board monitors the progress, conduct and attendance of all students. If any of these areas are causing concern, the SRB alerts the student and identifies the appropriate School support mechanisms to help her/him to address them. The SRB can also instigate disciplinary action in accordance with the School's Fitness to train policy and Disciplinary Procedures.

Student Support Mechanisms

Through Academic registry and student services, NSCD employs a range of qualified tutors to offer advice and assistance to students with a disability, medical condition, mental health difficulty or specific learning difficulty and who may require support to gain equal access to the curriculum.

Advice and Assistance Available:

- assessment of educational support needs
- training in the use of supportive technology with advice on how to access equipment
- advice on study-related support
- advice on funding and financial management
- arranging dyslexia tests and tuition
- information visits for disabled students including access needs
- negotiating alternative arrangements for assessment and making reasonable adjustments
- information on national health and well-being organisations and services

Learner Support for Students with a Disability or a Specific Learning Difficulty

Students are asked to identify support needs at point of application. However, students are encouraged to disclose their disability at any point in their studies.

The School's policy is to support all students to become independent learners who take responsibility for their own learning. The Learner Support Tutor will work with students with a disability or specific learning difficulty towards achieving this. If a student is entitled to extra time for assignments or to undertake alternative assessments this will be identified in an Individual Learning Support Plan (drawn up by the Learner Support Tutor in consultation with tutors and in negotiation with the student). Any extensions to deadlines or alternative assessment arrangements are agreed by the Learner Support Tutor in consultation with the relevant module tutor and/or subject coordinator. Both group and individual tutorials, and/or coaching sessions, are arranged to help students with disabilities/learning difficulties with their studies.

Support for Students whose First Language is not English

All students must meet the stated IELTS level for English Language. Those who require further, course specific, English Language support will be provided with support by the School.

Health & Wellbeing

Northern School of Contemporary Dance has a strong tradition of providing student care and support services and commits considerable resources to this purpose. Many students who are embarking on a course will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Northern School of Contemporary Dance is committing to promote mental health and wellbeing. The Health & Wellbeing Coordinator oversees our wellbeing offer which provides students with the opportunity to talk about personal issues in complete confidence and in a private setting.

The School has an injury rehabilitation provision, overseen by the Injury Support Coordinator to help students better understand and recover from injury and/or, prevent them from developing chronic injuries. Along with in-house Injury Support Sessions, Integrative Bodywork classes and gym area, the School works in collaboration with local osteopathy, physiotherapy, acupuncture and massage providers. All students are provided with guidance on nutrition and fitness. We also offer help and support in finding a local GP and other NHS services.

Careers Advice and Guidance

Embedded into the programme is a careers programme which includes presentations and discussions led by specialist tutors on topics such as:

- how to write a C.V. and covering letter
- Equity membership and Graduate Equity cards
- sponsorship and grants
- starting a company
- setting up a project
- working as an independent dancer, choreographer or teacher

Students also have:

- opportunities to talk to professional dancers and choreographers about the professional world of dance

UNIVERSITY OF KENT

- mock audition classes with company artistic directors/rehearsal directors/performers who also discuss the specific requirements of their company with the students.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the University prospectus

In order to qualify for admission to the programme of study students must satisfy both a **General Requirement** and a **Course Requirement**.

General Requirement

Normally candidates should have attained:

- Two A Level passes and five GCSE passes at grade C / grade 4 or above (including English language) or
- Other qualifications and/or experience equivalent to the above which suggests that the candidate has an equal opportunity of succeeding on the course.

Other qualifications may include one of the following:

- Pass in a BTEC National Diploma
- 4 Scottish Higher passes
- Pass in a GNVQ, or a combination of Academic and/or Vocational Qualifications equivalent to 2 Advanced Level GCE passes
- Successfully complete the School's matriculation procedure. The School's Matriculation procedures require candidates to submit two pieces of work normally comprising of written assignments encompassing analytical and reflective writing.

Candidates for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the programme of study. This would normally be at least one of the following:

- International English Language Testing System (IELTS) at 6.5 pass level
- TOEFL IB 87
- Computer based TOEFL of 237 (no less than 4.0 in essay rating)

Course Requirement

In order to qualify for admission to the programme of study candidates are required to pass an audition process.

Audition Procedure

Stage 1: All Candidates

- creative/Improvisation/Ice-breaker session
- dance technique classes; Contemporary and Ballet

- presentation of a pre-prepared solo

Stage 2: Shortlisted Candidates only

- creative task
- group discussion/interview
- written task, in relation to the audition, to be submitted within 1 week from the audition day

During the audition process candidates are scored on the following areas:

- physical ability, experience and/or potential
- performance ability
- creativity
- critical thinking
- reflective engagement
- suitability for the programme of study

There is procedure in place for candidates to ask for feedback in relation to the audition process and a complaints policy surrounding admissions. This information is available on the admissions page of the School's website.

20.2 What does this programme have to offer?

The BA (Hons) Dance (Contemporary) degree is a course of study specifically designed for the education and training of professional contemporary dance artists, performers, choreographers and teachers. As a programme of study, it encompasses the physical, technical, expressive, creative and artistic nature of contemporary dance performance practice informed by contextual and theoretical aspects of the discipline.

One of the overarching aims for the programme is to give the student a scaffolded curriculum where re-occurring themes are transparent, whilst also creating a learning environment where students can synthesise their technical, performative, creative and contextual skills such that the multifaceted nature of a successful dance artist is supported. The intention of the programme is to promote specialisms as performer, creator, and teacher in combination with a broad range of key subject specific and transferable skills to best equip graduates for the contemporary job market and further study.

The range of technical training undertaken during the programme is designed to train the body, whilst developing artistic intelligence and an understanding of movement that enables the dancer to respond to the varied and changing demands of contemporary choreography. Classes offer a holistic approach to dance training where strength, stamina and flexibility are developed, underpinned by a practical and theoretical study of how the body moves and of how to work safely in a variety of professional contexts. Students are encouraged to explore the physical and expressive potential of the body through a range of contemporary dance techniques and classical ballet.

The module structure and blended learning ensure that technical training is never seen in isolation. In particular the Dance Technique modules integrate class work with body/mind understanding, reflective practice and professional development. Similarly the Performance in Context modules mix technical, creative, historical and contextual understanding to help enable the students to see how the different elements of contemporary dance practice integrate together in performance outcomes relevant to current industry practice.

Understanding of the key aspects of choreography, improvisation and movement research, alongside supporting studies in theatre production, music, conceptual, visual and performance art, are directly addressed in the Creative Practice and Research Project modules. The emphasis in the Creative Practice modules is in providing the students with the key tools, skills and understanding to create artistic work effectively, while the Research Project modules focus on allowing the student to develop individual areas of research interest, alongside relevant skills to support this both practically and theoretically. Through these modules students will embrace a range of industry relevant modes of working, such as dance film, site-specific practice, social responsibility in dance, collective working, as well as a thorough grounding in traditional theatre practice. Throughout these modules students will gradually increase in autonomy and self-sufficiency as they take greater levels of responsibility for the sharing and performance of their works.

The final strand of delivery is aimed at teaching through the Teaching Dance modules. This element is compulsory at level 4, and then an optional strand at levels 5 & 6. The aim of this is threefold. Firstly to prepare students to have the relevant skills for increasingly common portfolio careers. Secondly, to allow those students who want to focus on pedagogy to transition into the teaching profession or further study in this area underpinned by strong technical and creative training. Finally to help enable students to understand their own practice and better engage with their own learning as they progress through the course.

Both within and outside the core curriculum, it is intended that the programme be supported in all areas by significant enhancement profession. This will include a wide range of visiting choreographers, guest teachers and industry professionals to augment the in-house training and delivery as well as draw direct links and contacts to the profession.

20.3 Personal Profile

On entry the student will be able to demonstrate:

- physical ability, experience and/or potential
- performance ability
- creativity

- critical thinking
- reflective engagement

All of which have been assessed during the admissions process of being of a standard suitable for entry at undergraduate degree level.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/ga/codes/taught/annexe.html>
- External Examiners system, see <http://www.kent.ac.uk/teaching/ga/codes/taught/annexk.html>
- Periodic programme review, see <http://www.kent.ac.uk/teaching/ga/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, see <http://www.kent.ac.uk/teaching/ga/codes/index.html>
- QAA Higher Education Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

Strategic Quality Management

NSCD's Leadership team and academic registry is responsible to the Governing Body for the establishment, maintenance and implementation of systems for improving, monitoring and evaluating the quality of all areas of provision and is responsible for the collection of the information which informs the development of strategy and policy and the maintenance of standards of all the School's academic programmes including the operational aspects of quality assurance.

Reporting and Procedural Framework

The School's evaluation instruments comprise:

- Student Surveys
- Internal moderation of assessed work
- External Examination
- The collection and evaluation of:
 - recruitment and retention data
 - progression and achievement data
 - graduate destination data

- data relating to student support

- Staff and employer feedback
- Fixed agenda items relating to quality assurance at meetings of the Academic Board and the Learning and Teaching Committee
- Student Communications Committee meetings
- Annual Programme Monitoring Reports
- External Periodic Reviews

The data once collected is evaluated by the designated personnel or committee and the relevant action determined, taken, recorded and reported.

Policies, Procedures and Strategies to Support Academic Quality and Standards

The School has a complete range of policies, procedures and strategies which articulate its approach to quality management and detail the mechanisms used for quality control. Since affiliation to CDD in August 2003 the School has been cognisant of the need to review these in the light of the development of CDD's central policy framework for the assurance of quality and standards. <http://www.nscd.ac.uk/study/student-services/policies-procedures/>

These policies cover all areas of:

- Learning and Teaching;
- Human resource management and strategy
- Fitness to train policy
- Assessment
- Admissions
- Complaints
- Review procedures
- Student support
- Placement learning

Review and Analysis of Statistical Information

The School places great importance on enhancing all aspects of the student experience from initial application through to graduate destination outcomes. Statistical information is gathered via a range of review instruments and are considered as fixed agenda items:•

Review of Student Recruitment and Selection

- Review of Student Retention
- Review of Student Support
- Review of Student Destinations
- Review of Completion and Qualification Rates

The APMRs and annual reviews detailed above have formed the School's main instrument of reflection to identify good practice and the need for change and development in provision.

21.2 Committees with responsibility for monitoring and evaluating quality and standards

Academic Committee Structure

There are a number of academic committees responsible for the improvement and maintenance of quality assurance relating to specific areas of teaching, learning, assessment and all aspects of the student experience.

Academic Board

The Academic Board is the senior academic committee of the School. It consists of teaching staff, non-teaching staff and there is one student member who provides a student perspective on matters discussed., It is responsible to the Principal for all issues relating to research, scholarship, teaching and courses. It also has responsibility for the monitoring and review of academic standards relating to all courses.

Learning and Teaching Committee

This committee, chaired by the Head of Creative and Contextual Studies, Head of Performance and the Director of studies, is responsible for the monitoring and review of all courses delivered by the School. It makes recommendations to Academic Board for new courses and for the revision of existing courses.

Faculty Meetings

Faculty meetings are held regularly to review learning, teaching and assessment matters with reports going forward as appropriate to the Learning and Teaching Committee.

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student mid way and end of year surveys
- Staff-Student Communications Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

Student Surveys

Student feedback is gained through a variety of mechanisms as part of the Annual Programme Monitoring Report (APMR) exercise. New students complete an Induction Survey. Thereafter students complete two programme surveys (one mid-point during the year and one at the end of the year) on an annual basis which elicit their feedback on various aspects of the learning experiences across the modules studied.

Student Communications Committee

Student representatives from each programme of study sit on the School's Student Communication Committee (SCC) which meets once a term. As well as student

representatives, the committee comprises of the Head of Performance, IT & Resources Manager, Facilities Officer and members of the Academic Administration and Communications teams. Student representatives are responsible for eliciting the views of their peers on issues of concern for discussion at SCC meetings. After appropriate actions have been identified an action plan is drawn up which is then reviewed at the next meeting.

Other channels of feedback

In order to receive feedback on important curriculum changes or developments or on other significant School initiatives, the Principal (and other members teaching staff as appropriate) meet with the entire student body to present and discuss the details of such matters. In addition year meetings are held with student cohorts, as necessary, to present information and receive feedback.

21.4 Staff Development priorities include:

To provide the necessary support for teaching, administrative and support staff to undertake courses which develop leadership and management skills or appropriate professional/skills development, such as undertaking higher degrees and/or Higher Education Academy recognised teaching qualifications. Staff away days are used to instigate further avenues for training and development.

Staff are encouraged to develop their practice as a result of going to and sharing networking opportunities through conferences. Staff are encouraged to develop their own practice led research through collaborative partnerships and research seminars, with an aim to use this to enhance the curriculum. In-house staff development and training days help to build areas of strength within the team and address / identify other areas for further development.

22 Indicators of Quality and Standards

- Results of periodic programme review (*November 2012*)
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports drawing upon:
 - Statistical Indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
- Student surveys
- Feedback from the Student Communications Committee
- Graduate destinations
- Tutor discussion at Faculty meetings and Teaching Staff meetings

- Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board External Examiners' Report

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for *Dance, Drama and Performing Arts, 2015*)
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ, 2014)
- Programme Specifications
- School and Faculty plan
- University Plan/Learning and Teaching Strategy
- Staff research activities
- NSCD Assessment Procedures
- NSCD and Conservatoire for Dance and Drama (CDD) Learning and Teaching Strategy 2013-2017
- NSCD Critical Evaluation Document for the University of Kent (October 2012)
- NSCD Annual Programme Monitoring Reports

October 2015

UNIVERSITY OF KENT

Programme Title: BA (Hons) Dance (Contemporary)

	Stage 1 (LEVEL 4)						Stage 2 (LEVEL 5)						Stage 3 (LEVEL 6)					
	BA1TD1 Dance Techniques: Ballet & Contemporary Practices 1	BA1TD2 Dance Techniques: Ballet & Contemporary Practices 2	BA1CP1 Creative Practice 1	BA1RP1 Research Project 1	BA1PC1 Performance in Context 1	BA1TD1 Teaching Dance 1	BA2TD1 Dance Techniques: Ballet & Contemporary Practices 3	BA2CP2 Creative Practice 2 (option)	BA2CP3 Creative Practice 3	BA2RP12 Research Project 2	BA2PC2 Performance in Context 2	BA2TD2 Teaching Dance 2 (option)	BA3TD4 Dance Techniques: Ballet & Contemporary Practices 4	BA3PC3 Performance in Context 3	BA3PC4 Performance in Context 4	BA2RP12 Research Project 3 (option)	BA3TD3 Teaching Dance 3 (option)	BA3PC4 Performance in Context 5
Programme Learning outcomes																		
Subject specific Knowledge, Skills and Understanding:																		
A1	X	X	X		X	X	X						X				X	
A2										X				X	X	X		X
A3	X	X			X		X			X			X	X	X			X
A4			X						X						X			
A5				X					X						X			
A6						X		X			X						X	
A7		X					X						X					
A8				X			X	X						X				X
Subject specific Knowledge, Skills and Understanding: Making, Creating & Performing																		
B1					X					X			X	X				X
B2		X					X			X			X	X				X
B3			X					X	X									
B4					X					X				X	X			X
Subject specific Knowledge, Skills and Understanding: Critical response / analysis																		
C1									X						X	X		
C2	X	X					X			X			X	X			X	
C3					X					X								
C4				X						X					X			
Subject specific Knowledge, Skills and Understanding: Application / Participation																		
D1								X	X			X						
D2						X					X						X	
Transferrable skills / Graduate skills: Self-management																		
E1	X	X					X						X		X	X		

UNIVERSITY OF KENT

E2										X	X			X	X			X
E3						X				X		X				X	X	
E4			X		X			X	X		X			X	X			X
E5	X	X	X					X					X					
Transferrable skills / Graduate skills: Critical engagement																		
F1					X					X								
F2		X	X													X	X	
Transferrable skills / Graduate skills: Group / team working & social skills																		
G1				X				X	X			X						
G2				X				X	X			X		X				
G3		X			X		X				X		X		X		X	
Transferrable skills / Graduate skills: Communication & Presentation																		
H1	X					X	X						X					
H2					X					X								
H3																X	X	
H4				X		X												